

**Instructional Equity & Cultural Competency:
A Viable Approach to Increasing Student
Achievement in Indiana Schools**

Indiana Dept. of Education

Presented By:
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Zora Neale Hurston (U.S. writer, 1903-1960)
"Sometimes I feel discriminated against, but it does not make me
angry. It merely astonishes me. How can they deny themselves
the pleasure of my company? It's beyond me. "

Objectives:
Examine how the following concepts
can impact student achievement in
Indiana Schools:

- ▶ Culture
- ▶ Cultural Competency
- ▶ Culturally Responsive Teaching
- ▶ Instructional Equity

**Reflect upon implications from this
training and how it can be applied to
best meet individual student needs.**

**Examine innovative educational initiatives
being used to combat the gap in
achievement**

Today At-A-Glance

- Introductions
- Developing Group Norms
- Ordered Sharing
- Culture & Student Achievement
- Culture Clashes
- Mental Models
- Code-Switching
- Culture & Cultural Competency
- Culturally Responsive Teaching
- Instructional Equity
- Review



Courageous Conversations

There are many persons ready to do what is right because in their hearts they know it is right. But they hesitate, waiting for the other [one] to make the first move – and [the other], in turn, waits for you. The minute a person whose word means a great deal dares to take the openhearted and courageous way, many others follow.

Marian Anderson, 1956

Why is Culture Important?

- By the year 2020 about half of the United States population will come from groups traditionally labeled *minority*:
 - African American
 - Asian American
 - Native American
 - Latino or Hispanic
 - Island Pacific



Culture: What Is It?

Culture is the language, beliefs, values, norms, behaviors, and material objects that are passed from one generation to another. Every person on the planet is a member of at least one culture (*Glenn Hoffarth, 2002*)

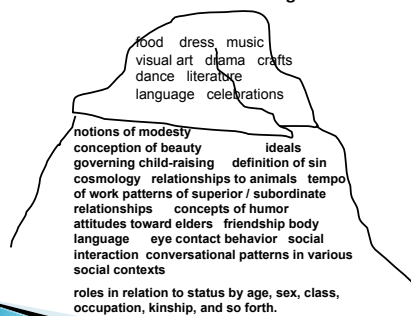
Three Things To Remember About Culture....

- Culture is not static; it is ever changing
- Culture, language, ethnicity and race are not the only determinants of one's values, beliefs and behaviors....add in socio-economic status, educational level, occupation, personal experience and personality
- No culture is monolithic There are cultures within cultures

What happens to students when their culture is rejected or not recognized by schools?

- Miscommunication
- Confrontations between the student, the teacher, and the home
- Hostility
- Alienation
- Diminished self esteem
- School failure
 - (source: Irvine 1990)

How is culture like an iceberg?



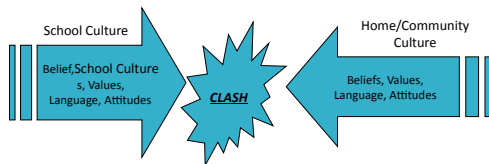
How is culture like an iceberg?



CULTURE CLASHES

Often Silent, Yet Powerful

Often Contentious and Confusing



CULTURAL CLASHES IN THE CLASSROOM

ACTIVITY

In your groups list three ways cultural clashes may surface in a diverse classroom. What impact can these clashes have on student achievement? Chart your answers. Please select a spokesperson to share out.

Implications For Schools

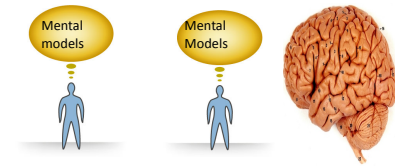
Cultural conflict can occur when children have not had experiences that provide them with the kind of information that is used and valued in school. To reach all children, educators must expand their repertoire of instructional strategies to encompass the various approaches children use to learn(Kuykendall, 1995).

Honor the “home culture” and teach the behaviors to enable access to mainstream privileges

CODE SWITCHING

Culture, Mental Models & Expectations

Mental Models



People:
Mindsets

Reference: National Guard Bureau, 2007

Mental Models

Definition: "Like a pane of glass framing and subtly distorting our vision, mental models determine what we see." - Peter Senge

mental model - a phrase first coined by Scottish psychologist Kenneth Craik in the 1940s refers to the psychological representations of reality. They constitute the images, assumptions, and stories about people, cultures, objects and events.

Mental Models are established by past events, experiences, media and other messages we receive, and serve going forward as filters through which we observe, interpret and respond to the world. They shape what we see and hear, what we feel and what we do. Mental models give birth to stereotypes.

Three Things To Consider About Culture and Mental Models:

Mental models or mindsets are what we carry around in our heads.

1. These models provide and create our reality.

2. While we each have our own way of looking at the world, we are easily influenced by our culture to see the world a certain way.

3. How we perceive people influences our behavior toward them.

BEYOND DIVERSITY...

Understanding Cultural Competency

**Cultural Competency is defined
as a set of congruent:**

Behaviors

Attitudes

Policies

that come together in a system, agency, or among
professionals and enables that system, agency, or
those professionals to work effectively in
cross-cultural situations.

Educational Definition

Cultural competency is the
effective integration of knowledge
about students' backgrounds into
instructional planning and
enrichment activities, resulting
into high level learning.

Being culturally competent means having the capacity to function effectively in another cultural context.

**As a culturally competent educator
I am capable of interacting positively with
people who do NOT**

look like,
talk like,
think like,
believe like, act like,
live like...

Me

Culturally Competent Assessment

**How culturally competent is
your SCHOOL or District ?**

Stage 1: Unaware, Not Yet Competent

The organization or system is culturally blind and is insensitive to cultural differences. It is the least desired stage in that services provided do not meet the needs of diverse populations.

Stage 2: Aware, Not Yet Competent

The school or district reacts to cultural diversity and is confused about cultural differences. At this stage, the organization or system recognizes the need to address cultural diversity issues, but generally does not know what to do or how to do it. Services provided minimally meet the needs of diverse populations.

Stage 3: Aware, Competent

The organization or system accepts cultural diversity and tolerates cultural differences. At this stage, the organization or system is aware and has a prescribed and systematic plan to meet the needs of diverse populations and improve over time.

Stage 4: Intrinsically Aware, Competent

The organization or system values cultural diversity and celebrates cultural differences. At this stage, the organization or system integrates cultural diversity into its shared vision, mission, values, and beliefs. This process occurs automatically and almost intuitively. Services provided meet the needs of diverse populations with little conscious effort. (Stages of competence may vary across indicators. For example, an organization or system may be at Stage 2 with regard to vision/mission and Stage 1 with regard to communication.)

Diversity Has Its Strengths

" The Beaver Is Very Skilled At Its Craft.

It Knows Exactly What To Do To Fix A Dam.

The Last Thing It Needs Is Someone On The Bank Shouting Out Dam Instructions".

(IF YOU DON'T FEED THE TEACHERS, THEY WILL EAT THE STUDENTS, NEILA CONNORS)

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The life, learning, and home experiences which students bring to school are now recognized as constituting the foundation for all their future learning. If some teachers choose to remain ignorant of these formative experiences, or if they disregard, or even worse discredit them, then a gap is created between the children and teachers which is left up to the children to close.

CULTURALLY RESPONSIVE TEACHING

In "The Skin That We Speak",
Lisa Delpit says,

"When instruction is stripped of children's cultural legacies then they are forced to believe that the world and all the good things in it were created by others. This leaves students further alienated from the school and its instructional goals, and more likely to view themselves as inadequate."

Effects of Cultural Differences in School Experiences

- Culture influences patterns of social behavior & expectations.
- The variations among and between cultural groups in social behavior lead to complexities in interactions between individuals.
- When expected classroom behaviors are not consistent or compatible with those that children experience in their home and community, problems or "cultural clashes" can occur.
- A long line of theorizing suggests a mismatch of cultural expectations as the reason for many of the problems students from diverse cultures experience in schools.

CULTURALLY RESPONSIVE TEACHING

What We Know About Culturally Responsive Teaching

- *Students of color tend to have higher academic, personal and social performance when taught by culturally responsive teachers.*
- *When using culturally responsive teaching practices and content specific approaches, academic performance climbs.*
- *Culturally responsive teachers have high performance expectations for all students.*
- *Fewer Black and Latino students are referred to Special Education and more students are referred to G/T.*

Looking from Within

When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life – and when I cannot see them clearly, I cannot teach them well.

Palmer, P. (1998). *The Courage to Teach*.

Conceptual Framework



The Role of Culture in Learning



*Culture influences the way
Students learn.*



*Teachers must understand the culture of
their students and translate this
understanding into instructional practice*



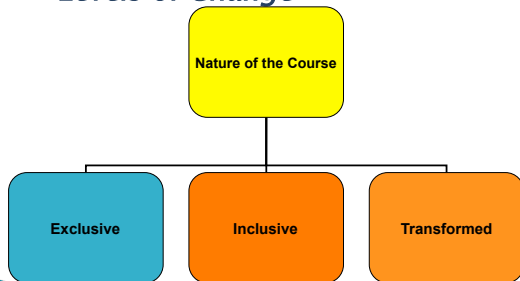
*Much of the difficulty minority students
experience is due to cultural incongruity
between the school's middle class culture
and the student's culture*



Classroom teachers can create the desired environment of cultural synchronization or congruence by culturally contextualizing the teaching-learning processes

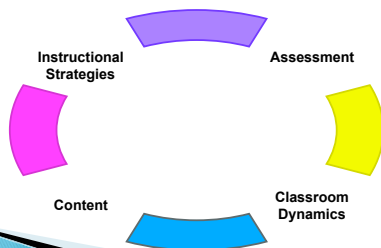


Levels of Change



Mezey, A.J., & Kiano, M.K. (1997). Multicultural Course Transformation in Higher Education: A Broader Truth. Boston: Allyn & Bacon

4 Elements for Multicultural Course Transformation



Content Example

Exclusive	Inclusive	Transformed
Only books about people with a disability is written from a helpless perspective	Ian's Walk by Laurie Lears	Dialogue on respecting students with disabilities. Identify ways on how to be an advocate for those with different abilities levels.

Instructional Example

Exclusive	Inclusive	Transformed
Teacher asks students to write down five questions/concerns related to the environment assignment; instructor answers them	Teacher still answers most of the questions, but students: • Participate in environmental case studies • Share their answers with peers	Teacher and students research specific issues that are critical to the environment in classroom, school, and the community: • Recycling • Classroom Safety

Assessment Example

Exclusive	Inclusive	Transformed
Teacher gives multiple choice tests only	Posing open-ended multi-dimensional questions to students about the content of course and the pre-conceived notions about content	In addition to incorporating a variety of modes of assessment, the teacher incorporates a reflective component which examines personal growth and the application of this knowledge to issues in society

Classroom Dynamics Example

Exclusive	Inclusive	Transformed
Teacher views silence as an indicator of comprehension and compliance	Teacher establishes ground rules for discussions Students debate/discuss issues in small groups	Teacher ensures equity, peace, and respect by: •Engaging in one-on-one conversations •Creating an environment where all voices are valued by monitoring who spoke •Using specific readings that deal with issues •Engaging in dialogue with students about respecting and valuing community members who are different than themselves

Cultural Competency and a Caring Community of Learners

- *A caring community offers all participants to consider and contribute to each other's well-being and learning.*
- *Children in a caring community learn to respect and acknowledge differences in abilities and talents, and to value each person for his or her strengths.*
- *Children in a caring community learn to respect and acknowledge cultural differences.*
- *The learning environment in a caring community provides a variety of materials and opportunities for children to have firsthand, and culturally relevant experiences.*

Farrelinson, 2003



How do I Develop
a
Culturally
Responsive
Lesson Plan?

Start with What You Normally Teach

- *Use your current curriculum and textbook.*
- *Make changes one lesson at a time.*
- *Lesson should be natural & flowing.*
- *Integrate other subject matter.*
- *Integrate multiple teaching strategies.*

The average teacher uses
5-7 teaching strategies.

Research now tells us we need to
use **15-30** different strategies.

MULTIPLE INTELLIGENCES

1. *Linguistic Intelligence* ("word smart")
2. *Logical-mathematical Intelligence* ("number/reasoning smart")
3. *Spatial Intelligence* ("picture smart")
4. *Bodily-Kinesthetic Intelligence* ("body smart")
5. *Musical Intelligence* ("music smart")
6. *Interpersonal Intelligence* ("people smart")
7. *Intrapersonal Intelligence* ("self smart")
8. *Naturalist Intelligence* ("nature smart")

Howard Gardner (see p.32 *Diverse Teaching Strategies*)

Look at Current Content & Process

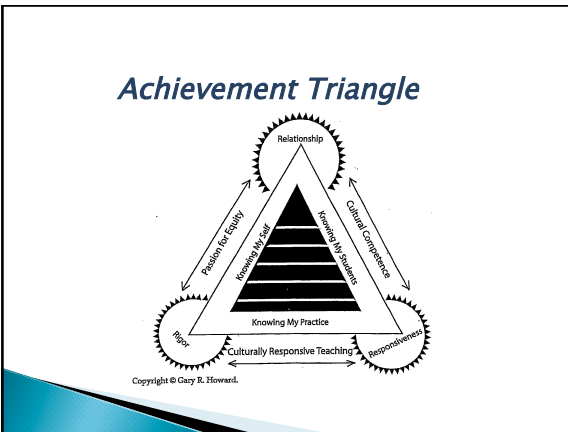
- *Examine for bias.*
- *Look for ways to you infuse ethnic content.*
- *Use community resources.*

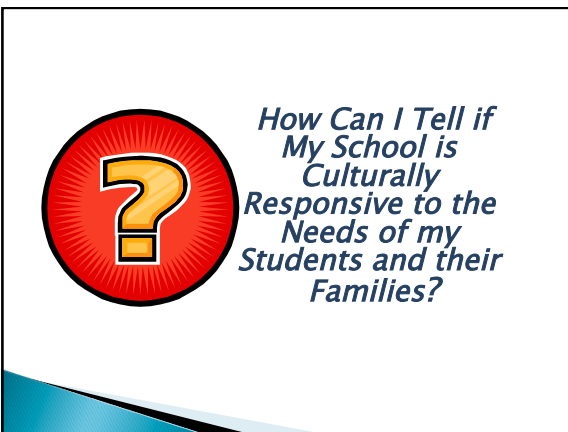
Consider Other Forms of Evaluation

- *How else can students demonstrate learning?*
- *How will assessment data inform my teaching?*
- *How does lesson increase cultural competence?*

Overarching Principles of Culturally Responsive Teaching

- *The teacher searches for students' understanding of concepts*
- *The teacher structures opportunities for student to refine or revise understandings by posing contradictions, presenting new information, asking questions, encouraging research, and/or engaging students in inquiries designed to challenge concepts.*
- *Teachers seek and value students' point of view.*
- *Classroom activities challenge students' suppositions.*
- *Teachers pose problems of emerging relevance.*
- *Teachers build lessons primary concepts and "big ideas".*





- ### Curriculum and Instruction
- *School selects curriculum which reflects sensitivity to meeting the needs of a diverse student population*
 - *Provides academic struggling students for opportunities for tutoring, study skill development, organization, and completion of work*
 - *Encourage parents to be active learning partners, sharing accountability for the students' education*

Professional Development

- *Provides professional development opportunities which train teachers in differentiated instructional strategies.*
- *Offers opportunities for professional development on sensitivity awareness and cultural issues.*
- *Trains teachers on how to implement multicultural education into instructional practices, curriculum, and school policies.*

Family and Community Partnerships

- *Make accommodations to meet the needs of students, parents, or community members*
- *Develop partnerships with community based organizations*
- *Provide a sense of team between the school, families, and community*

School Climate

- *Creates a school climate that is inviting for all students and their families*
- *Ensures that special programs and services represent a diverse group which accurately reflects the demographics of the school*
- *Educates teachers and students on the social skills necessary to interact effectively with individuals from other racial, ethnic, linguistic, and other cultural groups*

Assessment

- *Implements multiple assessment methods to determine mastery of core content*
- *Uses data to keep informed records on student performance to determine course content, strengths, and weaknesses in order to improve curriculum*
- *Provides students and parents feedback frequently and in detail*

"In our multicultural society, culturally responsive teaching reflects democracy at its highest level. [It] means doing whatever it takes to ensure that every child is achieving and ever moving toward realizing her or his potential."

—Joyce Taylor-Gibson

Rigor-Relevance-Relationships Through The Lens of Education Equity



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"Sometimes I feel discriminated against, but it does not make me angry. It merely astonishes me. How can they deny themselves the pleasure of my company? It's beyond me."

Outcomes

- ▶ Build understanding of how equity impacts our daily work in schools
- ▶ Create common language around equity
- ▶ Gain better understanding of building and sustaining relationships

Today At-A-Glance

- Review
- Review Group Norms
- Instructional Equity
- Building Relationships
- Finding Your Place
- What? So What & Now What?
- AYP & The Five Ps
- Purposeful Planning
- S.W.O.T Analysis
- Exit Slip



FRAYER MODEL EXERCISE

Equity is...

Educational Equity means that educational practices, policies, facilities, academic support, curriculum, instruction, school resources, school climate, and culture etc.... are such that all students have an equitable opportunity, fairness, and access to reach academic excellence, regardless of race, socio-economic status, gender, disabilities, language, national origin, religion or other characteristics.

Equity Goals

- Eliminate systemic barriers to learning
- Eliminate the predictability of success or failure based on any social or cultural factor, especially race, class and primary language
- Discover and cultivate the unique gifts, talents and interests that every human being possesses

Your Thoughts on Education Equity:

With your group, complete the following statements.
Write your comments for sharing with the group.

1. I think Education Equity means _____.
2. The most important thing our schools/corporations do to ensure equity is _____.
3. How do your schools (in general) demonstrate equity?
_____.

Five Critical Areas for Education Equity

Access: Ensure every student has an equal and equitable opportunity to participate in all aspects of the educational process, including learning facilities, resources, and extra-curricular activities.

Instruction: Use instructional practices that promote images of diverse groups and a strong commitment to equitable approach to teaching and learning. Instruction is varied to meet the needs of all children.

Materials: Review textbooks, audio visuals, and other materials to minimize bias in their content, graphics, pictures and language.

Attitudes: Examine attitudes for biases or prejudices that may be unintentional but may result in discriminatory behavior that can affect student performance.

Assessment: Account for variances in student learning styles and cultural backgrounds, and align assessment with school curricula, instruction and systemic improvement goals.



Equity Principles

1. A shift from *Equality*-based principles to *Equity*-based principles

Equity Principles

2. A shift from identifying “at-risk” students to acknowledging a broken system

Equity Principles

- ▶ 3. A shift from color-blindness to self examination and understanding our own racial identities

“ Children learn in remarkably different ways. Skilled teachers take these differences into account in developing instruction. There needs to be no dichotomy between pursuing excellence and equity. A rift opens between excellence and equity when one method or style becomes the norm for teaching and learning or when student differences extend beyond the teacher’s familiarity and comfort.”

(The Holmes Group, 1990)

Rigor Relevance & Relationships

When it comes
to RIGOR,
students say,

“Bring
it on.”



9 in 10 students say they would
work harder if their high school
expected more of them



Less than 1/3 say
their school
sets high
academic
expectations

State of Our Nation's Youth, Horatio Alger Association, May 2005

Rigor

It's more than ...

- Memorizing
- Reciting
- Restating



Students must become adept at...

- Deep understanding
- Applying knowledge
- Solving problems
- Analyzing

Relevance

- Relates to student interests and needs
- Real-world situations and contexts
- Linked to a global economy and democratic life

Relationships

**“No significant learning occurs
without a significant
relationship.”**

**Dr. James Comer PhD
Yale University**

Creating and Building Relationships

Relationships are created and built through support systems, through caring about students by promoting student achievement, by being role models by insisting upon successful behaviors for school. Support systems are simply networks of relationships.

Relationships

- Ensuring each student feels connected, each student succeeds
- Caring, student-focused environment
- Supports for struggling students

"In years to come,
your students may
forget what you taught
them. But they will
always remember how
you made them feel."

Creating Relationships

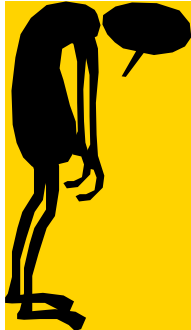
DEPOSITS	WITHDRAWALS
Seek first to understand	Seek first to be understood
Keeping Promises	Seeking Promises
Clarifying expectations	Violating expectations
Loyalty to the absent	Disloyalty , duplicity
Apologies	Pride, arrogance, conceit
Open to feedback	Rejecting feedback
Steven Covey's " The Seven Habits of Highly Effective People"	

**If you can show me how I can cling to
that which is real to me, while
teaching me a way into the larger
society, then I will not only drop all
my defenses and my hostility, but I
will sing your praises and I will help
to make the desert bear fruit.**

Ralph Ellison, The Invisible Man

Rejected Invitations

Few understand the courage it takes to return to a place where he/she failed yesterday, the day before and in all probability will fail again the next day.”



STRATEGIES for BUILDING RELATIONSHIPS

RELATIONSHIP BOARDS

Connecting with Kids

Connection

Welcoming students even when their late

Greeting students warmly at the classroom door

Systematically assuring every student is positively connected to an adult. Using extra-curricular engagement data of all students as a measure of school success

Disconnection

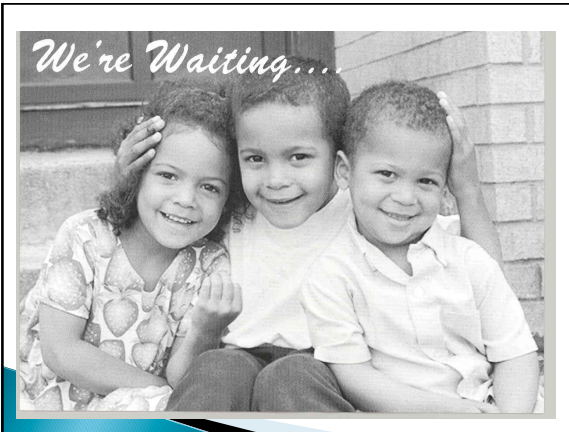
Sending students to the principal's office, regardless of circumstances of late arrival

Working on a paper at desk until students are seated & the bell rings

Assuming most students are involved in extra-curricular activities

HIGH ACADEMIC EXPECATIONS





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